



**March 2015**

## Special points of interest:

- Professional Learning
- Kentucky's Core Academic Standards
- Teacher Leadership
- Next Generation Assessment Systems
- Literacy Design Collaborative
- Math Design Collaborative

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When reading the IT grant proposal and MOA, you learned that one of the priorities of this initiative is development and support for Next Generation Assessment. But what do we mean by Next Generation Assessment (NGA)? When tasked with defining NGA at KDE, we consulted the work of those we might call the gurus of assessment, including Linda Darling-Hammond, Thomas Guskey, the Assessment and Accountability Comprehensive Center (AACC) and the National Center for Improvement of Educational Assessment (NCIEA). Joan Herman, AACC, discusses NGA as a "system that reflects new Common Core State Standards and supports accountability and

improvement at all levels of the education system: state, district, school, classroom."

In the broadest sense, Next Generation Assessment supports high quality learning and allows all stakeholders to evaluate and communicate movement along well-defined learning progressions.

### More specifically, NGA:

- Is grounded in the classroom and arises from the work of teachers and students
- Aligns tightly to the curriculum
- Represents a range of assessment types (e.g., product or performance based assessments) and purposes (i.e., assessment as learning, *for* learning and *of* learning) that are balanced and interactive
- Includes short- and extended-cycle assessments

Reflects the use of assessment by both the teacher and student as described in the *Framework for Teaching* (specifically, in 1f, 3d, and 4a)

Reflects the learner's progression toward college, career and life readiness as defined by the *Kentucky Core Academic Standards*

Moves the student forward in their progression of learning

Exemplifies deeper learning that is beyond what is measured by standardized assessments

While learning new strategies for implementing the Kentucky Core Academic Standards, let's keep focus on how NGA moves us to assessments integrated with instruction and progresses students along a path of deeper, more authentic learning.

### Further reading on Next Generation Assessments:

Adamson, F. & Darling-Hammond, L. (2014) *Beyond the Bubble Test*. Chapter retrieved from [http://media.wiley.com/product\\_data/excerpt/73/11184561/1118456173-25.pdf](http://media.wiley.com/product_data/excerpt/73/11184561/1118456173-25.pdf)

Conley, D. T. & Darling-Hammond, L. (2013) Creating Systems of Assessment for Deeper Learning. Retrieved from [https://edpolicy.stanford.edu/sites/default/files/publications/creating-systems-assessment-deeper-learning\\_0.pdf](https://edpolicy.stanford.edu/sites/default/files/publications/creating-systems-assessment-deeper-learning_0.pdf)

Guskey, T. (2003) How Classroom Assessment Improve Learning. *Educational Leadership*. Retrieved from <http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx>

Herman, J. (2010) Coherence: Key to Next Generation Assessment Success. Retrieved from [https://www.cse.ucla.edu/products/policy/coherence\\_v6.pdf](https://www.cse.ucla.edu/products/policy/coherence_v6.pdf)



## DISTRICT SPOTLIGHT: Owsley County

Excitement was immediate when Owsley County was awarded an Instructional Transformation (IT) Grant. The Instructional Leadership Team sought the grant as the district recognized the value of the critical strategies and support the grant offered. Stacey Davidson, Instructional Supervisor stated, “I was thrilled when our district received an IT Grant. Anytime a district of our size receives financial support to help with the professional learning needs of our teachers, it is a good thing. I feel confident that our teachers will grow as professionals by being part of the IT grant work.”

The work has already begun in Owsley County. Using the [Innovation Configuration Map](#) to guide the district’s self-assessment around KCAS implementation and reviewing relevant data, math improvement was deemed a primary focus area. The District’s Leadership Team reviewed [Kentucky’s Professional Learning Standards Guidance](#) document and committed to an immediate professional learning plan for math teachers within the district.

In January, all elementary math teachers spent a full day engaging in K-6 vertical conversations around standards and instruction. This day was a steppingstone to the upcoming curriculum and assessment refinements that Owsley County Elementary will be leading with support from the IT grant.

For district-wide math improvement, a cohort of math teachers (grades K-12) have already been part of initial training to implement Formative Assessment Lessons (FALs) designed by the Math Design Collaborative. Working with role-alike math teachers from Whitley County (another IT Grant District), math teachers from Owsley County are in the process of using a FAL in their classroom. In March, teachers will convene again and analyze the student work from the FAL and design follow-up instruction. *(4D- Participating in a Professional Community)*

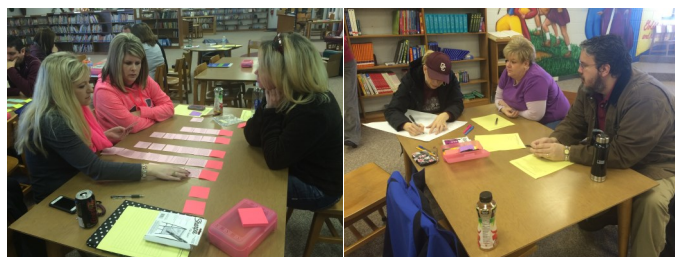
Even though the IT grant work is in the initial stage, positive impact is noted. Tonya Fox, math intervention teacher at Owsley County Elementary School, stated, “I have already gained professionally by attending the two math sessions related to the Instructional Transformation Grant. Specifically, one of the sessions helped me to follow the progressions of the addition and subtraction standards across grade levels to see how they are built upon each other. *(1A- Knowledge of Content and Pedagogy)* Having these discussions across grade levels elicited several good moments of self-reflection for myself and other teachers. I’m glad that we have this grant so that teachers can collaboratively work within our school and with other districts. Thus far, the grant has provided teachers with a valuable resource of *time* to work together to improve our instruction.”

Davidson also endorses the value of the professional learning opportunities thus far. “It’s exciting to hear teachers ask when the next session will be and to see them already making changes in their instructional practice so that they are doing what is best for students.”

Owsley County’s motto is KIDS FIRST. Belief in that motto is evident as the teachers in Owsley County are embracing the collaborative, professional opportunities that will in turn positively impact instruction and student achievement.

For more about the Instructional Transformation Grant and Owsley County’s implementation, see the video link below.

[video](#)



# KyNT3

Don’t miss the Feb. 28 deadline for National Board candidacy.

[For more about National Board certification and NT3, click here.](#)

**“What you accomplish in life and the significance of your contribution will depend largely on what you do here. How you begin determines what you will achieve.”**

**—Mr. Hundert, *The Emperor’s Club***

(quoted by Guskey, Thomas R. “Planning Professional Learning.” *Educational Leadership: Professional Learning: Reimagined*. May 2014, Vol 71, Num 8, pp. 10-16)

## Boyd County: Using Teacher Leadership to Support the Implementation of KCAS through LDC/MDC

Tamala Martin, Assistant Superintendent of Boyd County Schools, has developed a plan that allows teacher leaders to drive the implementation of KCAS through LDC and MDC. This plan allows her teachers to develop expertise in KCAS, the strategies offered through LDC/MDC, and coaching techniques. The expected outcome is rich conversations among teachers and administrators regarding their practices and the impact on teaching and learning.

All teachers in Boyd County will develop an expertise in the implementation of KCAS through LDC and MDC through a series of workshops to deepen understanding of the standards and strategies for effective implementation. During the spring 2015 semester, 100 (50 LDC/50 MDC) teachers will attend an initial workshop. A team of district-level coaches will provide ongoing

support (individual coaching, observation, feedback) throughout the semester to support implementation of these strategies. At the end of the semester, these teachers will be provided an opportunity to reflect on their implementation and continue their learning.

In June, these teachers will attend a Coaching Conversations workshop provided by Reach Associates at the Kentucky Educational Development Cooperative in Ashland to learn how to support the next cohorts of Boyd County teachers that will be trained in August 2015. Although district administrators will continue to provide support, the 100 teachers will further their individual learning while also offering coaching to small groups of teachers at their schools.

The strength in the Boyd County plan is its support for teacher leaders. Boyd County is current-

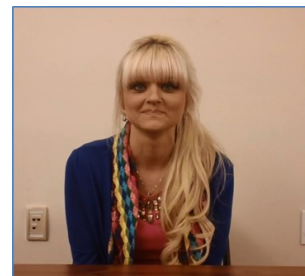
ly developing a calendar that will provide intentional time and space for these ongoing conversations during the 2015-16 school year. In addition, 60 percent of the district leadership team will consist of these teachers. With this support, the implementation of KCAS will be driven by the leadership of teachers.



Additional Resources for Teacher Leadership

[Teacher Leadership Skills Framework](#)

[Leading from the Front of the Classroom](#)



In this [video](#), Catlettsburg Elementary teacher Brittany Berry discusses her hopes for implementing KCAS through LDC.

# E3

**Funds available to supplement your IT efforts.**

**Don't miss the April 6 deadline to apply for the EMPOWERING EFFECTIVE EDUCATORS grant offered through KDE. Download the application [here](#).**



## Math Design Collaborative Update

MDC, an integral strategy of the IT grant, provides teachers with a structure to facilitate Formative Assessment Lessons (FALs). These FALs engage students in a productive struggle that builds fluency with their procedural skills and deepens mathematical reasoning and understanding. Developed in partnership between the Shell Center for Mathematical Education at the University of Nottingham, England, and the University of California at Berkeley, FALs align with Kentucky Core Academic Standards for Mathematics as the lessons challenge students to put concepts into practice, take more responsibility for their own learning, and focus on understanding of math concepts as they engage in productive struggle with rich, challenging tasks.

Through the structure of the lesson design, teachers analyze student work and create feedback questions for students based on misconceptions revealed through the analysis. Thus, the teacher's role is to prompt students to reflect and reason through their ideas. Teacher questioning is central to support students' thinking, depth of knowledge, and growth.

The Kentucky Department of Education is pleased to announce a partnership with Leslie Texas as the technical provider for our continuing MDC work in the IT districts.

Instructional Transformation districts are already engaged in a wide range of MDC implementation. Here are a few examples:

- **Pike County** math teacher leaders participated in a day of MDC professional learning as well as elementary teacher leaders spending time digging deeper into math fluency concepts. Other sessions are scheduled for February and throughout the spring.
- **Jessamine County** middle and high school teacher leaders participated in recalibrating MDC work throughout the middle and high schools, with job embedded professional learning scheduled for the end of January.
- **Owsley County** Elementary math teachers participated in professional learning focused on math fluency and progression of the math standards in January (See full article on p. 2).
- **Whitley and Owsley County** teacher leaders partnered during professional learning on Jan. 26 in Laurel County.

FALs for middle and high School-[Math Shell Center Website](#)  
Renee' Yates, NBCT

FALs for elementary school- [Renee Yates' website](#)  
[renee.yates2@education.ky.gov](mailto:renee.yates2@education.ky.gov)

[www.reneeyates2math.com](http://www.reneeyates2math.com)



**Literacy Design  
Collaborative**

### Task Template Collection 3.0

Groups of elementary teachers from across the nation spent last year designing and Beta testing sets of grade level template tasks for grades K-5. LDC's Task Template Collection 3.0 contains the finalized elementary template tasks ready for classroom use. Task Template Collection 3.0 features task collections for K-1, 2-5, and a streamlined version of tasks for grades 6-12. Three changes to note in the 6-12 collection: secondary tasks are now organized and coded by Modes of Writing (argumentation and informational/ explanatory), reading/research have become choices within the task template, and narrative tasks have been removed from TTC 3.0. Task Template Collection 3.0 also offers eleven different Optional Cognitive Demands (formerly called Levels) to increase the cognitive challenge of teaching tasks.

Find Task Template Collection 3.0: <http://ldc.org/resources#LDC-Task-Template-Collection-3.0>

### CoreTools Updates

Task Template Collection 3.0 has now also become the default template set in CoreTools. Collection 2.0 will still be available throughout the end of the 2014-2015 school year; however, teachers should begin to create any new tasks and modules using TTC 3.0.

Another new addition to CoreTools is the Collections feature in each user's library. Collections allow authors to organize modules and mini-tasks into files that can be shared with other CoreTools users.

Two new disciplines have been added to CoreTools this month. Reading and CTE can now be chosen as disciplines when LDC authors are creating new modules.

If you are new to CoreTools or need a refresher, don't forget to check out the recently updated CoreTools user videos for the latest user tips and tutorials. <http://ldc.org/coretools>

If you have any questions about LDC, please contact: [Kelly.philbeck@education.ky.gov](mailto:Kelly.philbeck@education.ky.gov) or visit [www.kellyphilbeck.com](http://www.kellyphilbeck.com).



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The Instructional Transformation Grant Project is an opportunity for school districts in Kentucky to increase student achievement through professional learning that:

- advances implementation of the Kentucky Core Academic Standards,
- deepens understanding of next generation assessment systems,
- aligns with Kentucky's Professional Growth and Effectiveness System,
- and promotes and captures the contributions of teacher leaders in progressive ways.

The Department of Education recognizes the generous support of the Bill and Melinda Gates Foundation to support the advancement of college and career readiness in Kentucky school districts. Through an RFA process, 18 districts have been selected to receive grant awards ranging from \$50,000 to \$100,000 to support the grant goals. The participating districts include: Boone County, Boyd County, Campbell County, Christian County, Daviess County, Fayette County, Fleming County, Jefferson County, Jessamine County, Lee County, Owsley County, Pendleton County, Pike County, Simpson County, Warren County, Washington County, Webster County, and Whitley County.



## Leveraging the Power of Professional Learning for Instructional Transformation

Preparing Kentucky's students for college and careers requires an effective and continuously improving education system and workforce. The newly released [Kentucky Professional Learning Guidance](#) promotes a coherent system of professional learning that will be of great benefit to IT districts. It offers guidance in how to develop a coherent and comprehensive professional learning system to advance educator effectiveness and student success. Based upon 704 KAR 3:035, Kentucky has defined Professional learning as a comprehensive, sustained, and intensive approach to increase student achievement that strengthens and improves educators' effectiveness in meeting individual, team, school, school district, and state goals. It is ongoing, relevant, job-embedded learning for educators at all stages of career development and provides opportunities for individual and collaborative professional study, analysis, application, and reflection relevant to ongoing improvements in professional practice and student achievement. For IT districts, professional learning should be tightly aligned with the district's goals for student achievement and teacher effectiveness, and decisions about professional learning should be made collaboratively by the District Leadership Team and based on relevant and ongoing student, educator, and system data.

Joellen Killion (*Learning Forward*) discusses Professional Learning versus Professional Development in this video.

